

# About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

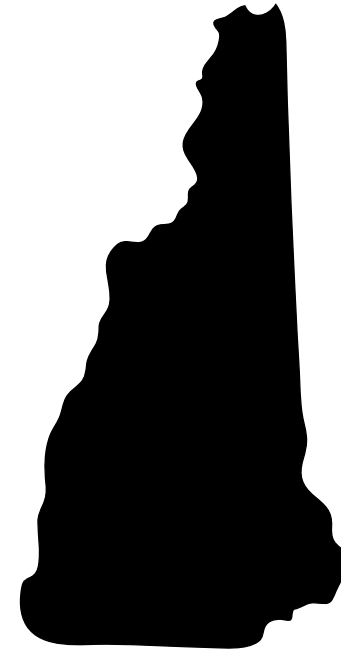
Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test,



students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2005 Beginning of Grade 7 NECAP Tests

**Grade 7 Students in 2005-2006**

## State Results

**State:** New Hampshire



# Fall 2005 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2005-2006

# Grade Level Summary Report

State: New Hampshire

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled

in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							16,545									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
							16,250	16,266								98	98	
Students not tested in NECAP																		
State Approved							214	192								1	1	
Alternate Assessment							135	135								1	1	
First Year LEP							30	0								0	0	
Withdrew After October 1							27	35								0	0	
Enrolled After October 1							12	11								0	0	
Special Consideration							10	11								0	0	
Other							81	87								0	1	

## NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																				16,250	11	55	23	11	744
MATH																				16,266	15	44	20	21	741
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2005 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2005-2006

# Reading Results

State: New Hampshire

### Proficient with Distinction

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

### Proficient

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

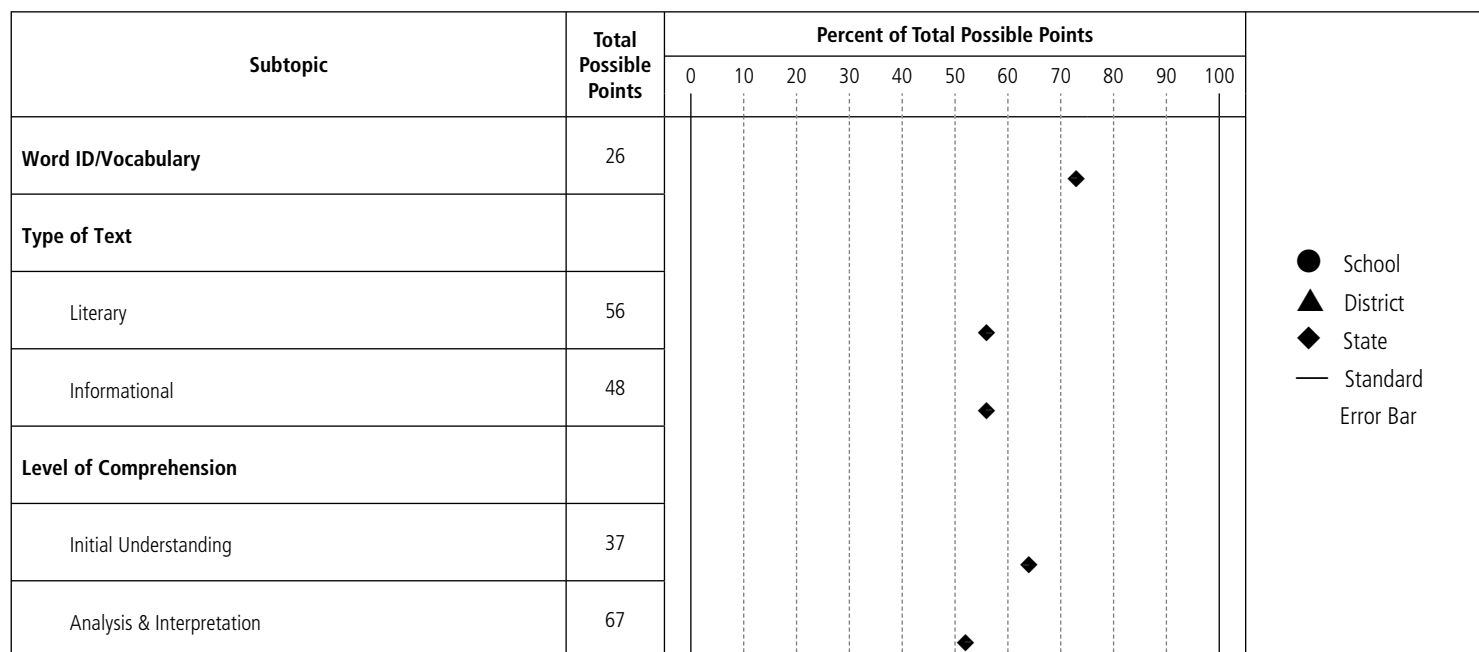
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>DISTRICT</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>STATE</b> 2005-06 2006-07 2007-08 Cumulative Average	16,545	214	81	16,250	1,753	11	8,893	55	3,808	23	1,796	11	744

### Partially Proficient

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

### Substantially Below Proficient

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.





# Fall 2005 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2005-2006

# Disaggregated Reading Results

State: New Hampshire

REPORTING CATEGORIES	SCHOOL												DISTRICT						STATE						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				16,250	11	55	23	11	744
Gender																									
Male																				8,418	7	53	25	14	742
Female																				7,831	14	56	21	8	747
Not Reported																				1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				42	10	43	26	21	739
Asian																				242	19	53	21	7	747
Black or African American																				260	5	38	33	24	737
Hispanic or Latino																				424	3	38	29	30	736
Native Hawaiian or Pacific Islander																				87	1	33	20	46	731
White (non-Hispanic)																				15,180	11	56	23	10	745
No Primary Race/Ethnicity Reported																				15	0	53	27	20	740
LEP Status																									
Currently receiving LEP services																				249	3	23	33	41	732
Former LEP student - monitoring year 1																				12	0	50	17	33	737
Former LEP student - monitoring year 2																				0					
All Other Students																				15,989	11	55	23	11	745
IEP																									
Students with an IEP																				2,398	1	21	36	42	731
All Other Students																				13,852	13	61	21	6	747
SES																									
Economically Disadvantaged Students																				3,076	3	38	33	26	737
All Other Students																				13,174	13	59	21	8	746
Migrant																									
Migrant Students																				4					
All Other Students																				16,246	11	55	23	11	744
Title I																									
Students Receiving Title I Services																				724	3	37	37	23	737
All Other Students																				15,526	11	56	23	10	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2005 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2005-2006

# Mathematics Results

State: New Hampshire

### Proficient with Distinction

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

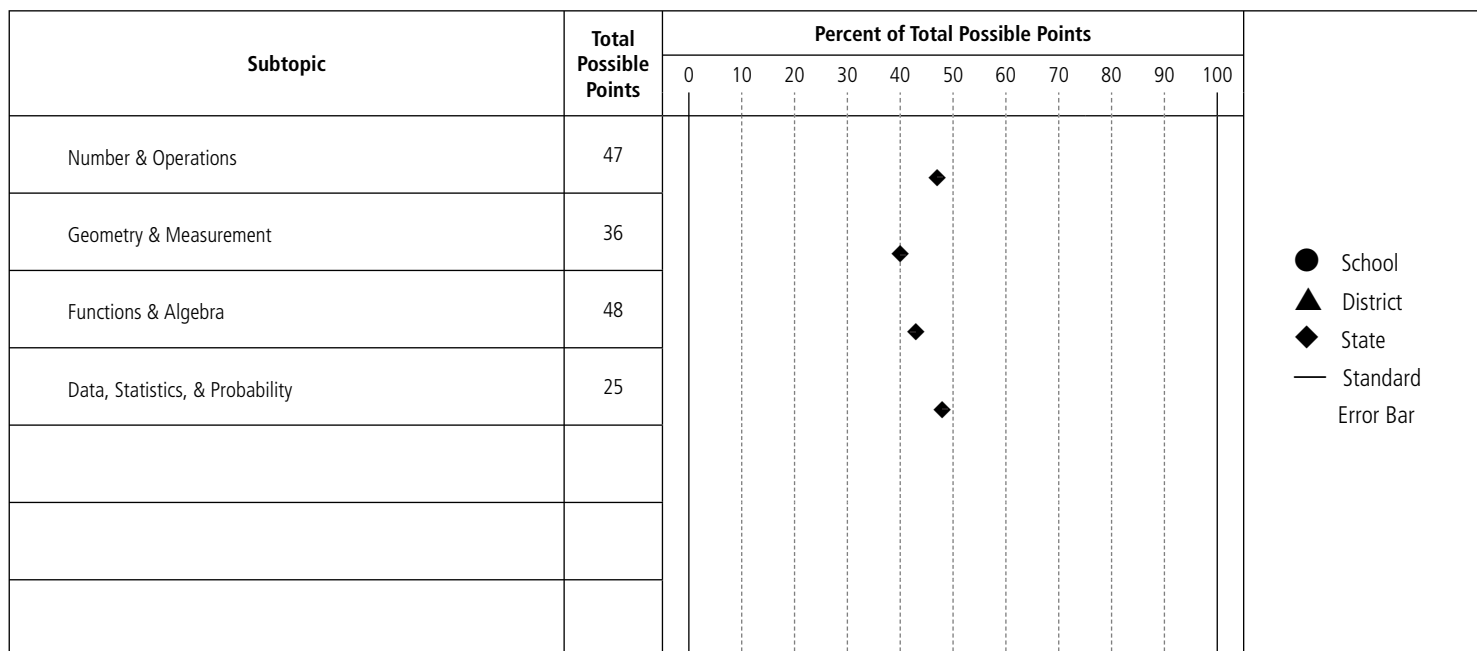
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>DISTRICT</b> 2005-06 2006-07 2007-08 Cumulative Average													
<b>STATE</b> 2005-06 2006-07 2007-08 Cumulative Average	16,545	192	87	16,266	2,413	15	7,231	44	3,280	20	3,342	21	741

### Partially Proficient

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.





# Fall 2005 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2005-2006

# Disaggregated Mathematics Results

State: New Hampshire

REPORTING CATEGORIES	SCHOOL												DISTRICT						STATE						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				16,266	15	44	20	21	741
Gender																									
Male																				8,424	15	43	20	22	741
Female																				7,841	15	46	21	19	742
Not Reported																				1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				42	5	38	29	29	738
Asian																				250	30	38	20	12	746
Black or African American																				263	4	30	22	44	734
Hispanic or Latino																				435	6	27	22	45	734
Native Hawaiian or Pacific Islander																				86	6	16	10	67	728
White (non-Hispanic)																				15,175	15	45	20	19	742
No Primary Race/Ethnicity Reported																				15	0	60	13	27	738
LEP Status																									
Currently receiving LEP services																				278	5	21	20	55	732
Former LEP student - monitoring year 1																				12	8	42	17	33	740
Former LEP student - monitoring year 2																				0					
All Other Students																				15,976	15	45	20	20	742
IEP																									
Students with an IEP																				2,395	2	15	22	62	730
All Other Students																				13,871	17	50	20	13	743
SES																									
Economically Disadvantaged Students																				3,090	5	30	25	40	735
All Other Students																				13,176	17	48	19	16	743
Migrant																									
Migrant Students																				4					
All Other Students																				16,262	15	44	20	21	741
Title I																									
Students Receiving Title I Services																				581	5	23	33	39	735
All Other Students																				15,685	15	45	20	20	742

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